

**Report of the
Accreditation Visiting Team**

**Escalante High School
50 North 300 East
P.O. Box 248
Escalante, Utah 84759**

April 19, 2005



Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Escalante High School
50 North 300 East
P.O. Box 248
Escalante, Utah 84776**

April 19, 2005

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Garfield School District Board of Education and District Administration	1
Escalante High School Administration and Staff	2
Escalante High School Mission Statement and Belief Statements	3
Members of the Visiting Team	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: The Self-Study Process	6
Chapter 3: Instructional and Organizational Effectiveness	7
Shared Vision, Beliefs, Mission, and Goals	8
Curriculum Development.....	9
Quality Instructional Design	10
Quality Assessment Systems	10
Leadership for School Improvement	11
Community Building	13
Culture of Continuous Improvement and Learning.....	14
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI	15
Chapter 5: School Improvement Efforts – Action Plan	16
Chapter 6: Major Commendations and Recommendations of the Visiting Team	17

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 19, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Escalante High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Angie Alvey is also commended.

The staff and administration are congratulated for their desire for excellence at Escalante High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Escalante High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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1/3/2005

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ESCALANTE HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Angie Alvey Principal
Janet Adams Assistant Principal

Counseling

Angie Alvey Counselor

Support Staff

Debbie Allen
Shelley Barney
Derlynnne Brooks
Vard Coombs

Jenni Fischer
Kate Griffin
Jeris Liles
Lisa Nez

Ransom Owens
Tanisa Quilter
Camille Shakespear
Monte Twitchell

Faculty

Greg Allen
Jeffrey Brinkerhoff
Kyle Bundy
Brent Cottam

Stacy Davis
Justin Fischer
Eugene King
Carl Owens

Susan Shurtz
Cherrie Stewart

ESCALANTE HIGH SCHOOL

MISSION STATEMENT

Together, we educate, participate and graduate.

BELIEF STATEMENTS

We believe:

- Education is a cooperative effort among students, educators, parents, and community.
- All students are capable of learning, and responsible for their decisions. Because students learn differently, they should be provided with a variety of instructional and assessment methods.
- Parents should take an active role in their student's educational experience.
- Educators should provide opportunities and resources in a supportive and safe environment.
- A school community can enable students to graduate with effective social skills, basic competencies, and good citizenship.

MEMBERS OF THE VISITING TEAM

Sydnee Dickson, Granite School District, Visiting Team Chairperson

Rick Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT

ESCALANTE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Escalante High School is a small rural high school in a beautiful setting in southern Utah, currently serving 104 students. This secondary school is comprised of grades 7-12, with the largest class made up of 23 students. Twenty percent of the student body is of ethnic origin other than Caucasian. Seventeen students are designated as having limited English proficiency, and are being served at various levels. Most of these students speak Navajo, while several speak Spanish at home. Eighty percent of the teachers at Escalante High are ESL-endorsed through Garfield District's ESL program. One-third of the students qualify for free or reduced-price lunch. Sixteen students are served in the special education program. All of these students are served through inclusion, with support from a certified special education teacher and several part-time para-educators. Standardized test scores are on the rise, and students are taking advantage of post-high school opportunities.

The staff has been very creative in discovering ways to use limited resources as their enrollment and funding decline. Schedules have been altered and support programs instituted to provide more individual support for student achievement. Core academic subjects are the focus of student learning, yet the arts are valued and supported. The modified block schedule allows for additional elective courses as well as providing extra support daily through an innovative instructional focus class.

a) *What significant findings were revealed by the school's analysis of its profile?*

Standardized tests have shown improvement over the past four years. Staff members and students attribute this rise in student achievement to the Instructional Focus period each day, providing extra support for basic skills. Survey data revealed that staff, students, and parents are generally pleased with instructional programs and support provided for students at Escalante. Students expressed some ambivalence about drugs, alcohol, and profanity, but survey results did not show a major problem in these areas. When attendance was examined, it was found that 54 percent of the students are missing 10 periods or more during the year. This data has led the school to further inquiry about tardies and absences.

b) *What modifications to the school profile should the school consider for the future?*

Students are showing signs of progress toward goals of proficiency and achievement. However, if the standards are raised for academic expectations, students and staff will rise to the occasion and meet the desired outcomes. Dedication by staff and students to achieving goals is evidence of their ability to

meet higher standards. Further inquiry into attendance will enable the staff to devise steps to correct these issues. Students of color should be closely monitored to determine practices of equity. Are students of color overrepresented in special education classes? Are they progressing at the same rates as their Caucasian peers? These are questions that all educators should be asking in all schools in Utah.

Suggested Areas for Further Inquiry:

- Studying data by ethnicity, gender, and economic factors will enable the staff to determine whether all students are being served equitably or need additional support.
- Gathering data on classroom practice will help ensure that multiple forms of assessment and instructional strategies are being used to meet the unique needs of individual students.
- Continued tracking of data will enable the staff to make instructional decisions and adjustments in order to better serve students not meeting proficiency levels.
- Ongoing dialogue with parents and community members will help gauge progress toward even higher levels of community involvement.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Escalante High School accreditation team is unique in that the entire staff served as the leadership team. Angie Alvey, the principal/counselor, has been inclusive of staff members, community, and students in the self-study process. Mrs. Alvey facilitated the staff's analysis of the student achievement data and survey results, reviewed the existing mission and beliefs, led the effort to establish desired results for student learning (DRSLs), and guided focus group leaders in their gathering of data.

The uniqueness of this rural setting afforded the principal the opportunity to conduct surveys and receive a high rate of return. Staff, community, and students were very forthright in their assessment of instructional practices, school climate, support for student learning, and community relations. Parents were also highly involved in the focus groups. Since each staff member serves as a department, the departmental analysis was combined with focus group analysis. This proved to be a more efficient and effective way to involve parents and students in conducting a

thorough review of school improvement needs. The principal also served as a member of every focus group. This gave her access to more information and a more complete picture of stakeholder perceptions. The information was then used to engage in a collaborative action plan that reflects the needs of the school.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Escalante High has experienced fluctuation in student population for the past 25 years. Each year the schedule and teaching loads have to be reconfigured to meet the needs of students while staying within confines of the budget. This has proved to be very challenging in terms of trying to maintain academic quality and providing a wide variety of opportunities for students. However, in spite of the challenges of fluctuating enrollment and programs, the staff continues to engage in high levels of collaboration in order to meet the needs of all students. For example, four years ago Escalante implemented a program to support basic math and literacy skills, helping students progress on mandated tests.

In compiling student achievement and perceptual data, Escalante High has developed a profile that reflects the strengths of the school while pointing out the limitations that come from a small staff and limited resources. The staff and community were very forthcoming in pointing out the findings that need to be addressed while celebrating their strengths. The staff is caring, collaborative, and creative. They devote many extra hours to ensuring that students experience success and prepare for life after high school. The community is proud of the opportunities afforded the students in spite of a rural location. Students, parents, and community members are very positive about the staff members and programs they provide. The staff is aware of individual student progress through frequent assessment, personal knowledge of students' strengths and limitations, and a willingness to go above and beyond to serve all students.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Escalante High School's desired results for student learning are as follows:

1. Communication Skills

Indicator: Students utilize good writing skills and have developed a high standard of literacy.

Measurement: Increase the number of students passing the Language Arts CRT with level 3 or 4 proficiency to 90% by the year 2008.

Indicator: Students demonstrate competency in researching topics and giving oral presentations.

Measurement: Students will be able to use a variety of research mediums, correctly citing sources. Senior Project will require an oral presentation and extensive research.

2. Complex Thinking

Indicator: Students are able to strategically apply thinking skills.

Measurement: Teachers augment assignments with higher order thinking skills, open-ended questioning and real-world applications.

Indicator: Students integrate new information with existing knowledge and experience.

Measurement: All graduates will pass the reading portion of the UBSCT by the year 2008.

3. Lifelong Learning

Indicator: Students demonstrate self-directed learning goals through SEOP planning.

Measurement: Written goals in SEOP folder.

Indicator: Students make and pursue plans for post-secondary training.

Measurement: Survey students three years after graduation.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The process began by determining a shared belief that all staff members deserved input and were necessary partners with parents and students in developing a compelling and purposeful mission statement. During the fall of 2004, the entire staff engaged in a brainstorming session regarding what they believe about student learning. Belief statements were refined and led to a mission statement based on collaboration among students, staff and parents. The statement—"Together, we

educate, participate, and graduate”—reflects the collaborative spirit that drives the work of student learning at Escalante High.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The five belief statements outlined by Escalante High are reflective of the behaviors and actions observed by the Visiting Team. Education is a cooperative effort among students, parents, community members, and staff. The staff believes that students learn differently and must be provided with a variety of instructional strategies in order to succeed in the classroom. Educators and the community provide opportunities and resources in a supportive and safe environment. The staff and administration are committed to living these beliefs in order to help students succeed.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement and beliefs are directly related to the DRSLs in that they reflect collaborative commitment by all stakeholders in supporting higher levels of student learning. Parents, students, and staff members are seen as a “three-legged stool” that is necessary for the DRSLs to come to fruition.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

It is evident the staff works together in a variety of ways in developing plans for student achievement. The size of the staff promotes collaboration as a necessity for survival and success. Each teacher is responsible for a core area, and standards of the core are met through individual classes as well as the support from the Instructional Focus class. The staff members’ buy-in for extra support in basic skills is a unique and successful attempt at increasing student achievement in Core subjects.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

This staff is working together to make sure the DRSLs are realistic and workable for the students. Each classroom has the DRSLs posted so the students and teachers are aware of what is expected. The staff members are incredibly busy due to all of the extra duties they take on to support students beyond the classroom. In spite of

their limited time, however, they are committed to excellence in and out of the classroom. Teachers and administrators are constantly working together to find ways to improve student learning.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The staff appears to have freedom to design and implement its own methods of instruction within the parameters of the Core Curriculum. A variety of methods were observed in various classes. Students reported to the Visiting Team that they experience a variety of learning methods from their teachers. This was observed, as well, by the Visiting Team.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Most of the staff members use a variety of instructional methods in order to meet the needs of all the learners in the classrooms. Interviews with students revealed many ways in which teachers have reached out to provide options for students who may struggle. One student gave an example of a keyboarding teacher providing alternative assignments for him as he struggled with fine motor skills. Writing assignments were varied according to interest and ability. Teachers expressed positive feelings about wanting to help all students succeed.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The administration and staff were very aware of where each student stood academically. Frequent assessments enable staff members to determine where to focus their instruction in order to help students excel. The Instructional Focus is one great example of this. Students have a brief time each day wherein they are given extra help in an area or areas to help with core academics that will help them be more successful on the CRT and UBSCT tests. The curriculum for this support class is written and implemented by the teachers. Students report also being able to receive extra help before and after school. Community Council members volunteer to tutor students as well as supporting them in activities.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

As part of the Instructional Focus class, assessments have been developed to gauge student progress every three days. This frequent assessment enables teachers to adjust their instruction. The staff members are also using the data from CRTs to drive the instruction and assessment in their own classes.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Each teacher has developed a rubric as part of the focus group work, in order to better measure student progress toward the DRSLs and student achievement targets. School-wide assessments include weekly core assessments, projects, portfolios, products, and assignments. These multiple forms of assessment provide a variety of opportunities for students to show what they know. Assessments appear to be very clearly organized and administered by the teachers.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The assessments appear to be very well thought out and presented in a manner the students can understand. The majority of those observed were designed for the audience intended. Students who speak Navajo or Spanish as their primary language must be monitored, along with the assessments given, in order to provide equal access to appropriate assessment. Teachers have been heavily involved in the development and implementation of the weekly assessment given during Instructional Focus time. Their investment is evident as they use these assessments to adjust instruction. CRT scores have risen due to frequent assessments and adjusted curricula (as reported by students and staff).

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Watching Mrs. Alvey interact with staff members, students, and patrons was an amazing experience! She is well respected by all stakeholders for her love and concern regarding the well-being of students, as well as for her aptitude for learning and ability to invoke high standards for learning. Instructional time is protected, and the Instructional Focus block has become an important part of the academic focus at Escalante High. Student achievement scores on standardized tests are on the rise. Several new teachers have been hired in the last few years. They are supported by Mrs. Alvey and the Garfield District in obtaining necessary endorsements to become qualified. Students are included in decision making and empowered to be student leaders. For example, student body officers gather students together in the commons to provide information and share announcements. Students express feeling cared about and challenged. They frequently mentioned that Mrs. Alvey is

their best advocate as both a principal and counselor. She challenges them to reach their potential and provides them with information about post-high school opportunities.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Mrs. Alvey worked collaboratively with staff and community members to gather data and analyze its impact. Surveys were gathered to provide multiple lenses regarding school improvement efforts. Parents were forthcoming in reviewing the data and its implications for future efforts. As enrollments decline, teacher contracts, programs, and available courses are affected. Mrs. Alvey works hard to make sure that all stakeholders are involved in finding creative ways to meet the needs of all students. When interviewed, community members, staff, and students consistently expressed feelings of inclusion in decisions and appreciated the open door policy of leadership.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Through the Instructional Focus program, students are assessed every three days. This frequent assessment enables teachers to make adjustments in their curricula and instruction. CRT scores are predictable based on the ongoing benchmark assessments that drive instruction. The benchmarks are based on Utah State Office of Education core objectives, providing further alignment between assessment and instruction. The small staff at Escalante High is focused on student improvement and engages in collaborative efforts to help individual students succeed. Teachers are flexible in their instruction in order to provide opportunities for students to succeed. For example, several students described teachers being willing to stay after school to help tutor them, as well as teachers making adjustments in teaching to help students succeed.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Leadership at Escalante High has changed hands several times in the last few years. Angie Alvey was asked as a counselor to devote half of her time to administrative duties. She has proven herself quickly through skillful leadership, creative problem solving, inclusion of the community and, most of all, devotion to students and their success. The staff serves as a leadership team in decision making and hard work toward achieving their goals. With a fluctuating student body, staffing becomes more challenging each year. The existing staff is very flexible and creative in developing schedules and providing opportunities for student success. Angie

believes in distributive leadership and empowers the staff and Community Council to be full partners in providing students with an appropriate education.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

With a declining enrollment, resources are becoming scarcer each year. This has not prevented the staff, however, from providing students with opportunities to achieve their goals. Much of the pressure rests on the leadership, but Mrs. Alvey involves all stakeholders in the process of constant improvement. She focuses on constant student improvement while working to gain the necessary resources to carry out programs. Her collaborative and caring style has resulted in high levels of respect and support from staff, students, and community.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The faculty, students, and community are working together toward high levels of achievement. The commitment to students and programs is evidenced by the distributed leadership throughout the school. Faculty members serve in many capacities beyond their classrooms, forging family-like relationships with students and peers. The staff members are committed to obtaining appropriate endorsements and certification, enabling them to be more fully qualified for the many subjects that they teach. Data gathered through multiple sources is being used to adjust school and classroom practices. As a result, CRT scores have increased steadily in most subjects. This shared responsibility for student learning was evident to the Visiting Team through conversation and observations.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Escalante High is a focal point for the community. Teachers collaborate with one another and operate more like a family than a group of coworkers. The staff members support one another and spend a great deal of time supporting students in extracurricular activities. They are flexible and willing to do whatever it takes to keep programs running in order to support student goals for success. Students interact freely with staff members and report feeling cared about and supported by all staff members. Students also mentioned the caring attitudes of support staff such as front office personnel, media coordinator, and custodian. The Visiting Team observed support staff going the extra mile to help many of students. It was evident that student needs are at the forefront of all staff members' thoughts and actions.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Community Council at Escalante High is an exemplary group of community members dedicated to student success. The council consists of many community members whose children no longer attend Escalante High. Grandparents, community leaders, and government officials all participate on the council. Community members tutor students after school, volunteer as substitute teachers and guest speakers, and provide resources for students. Escalante High provides the largest representation at Garfield School Board meetings, and school activities are heavily attended by community members. The clean and contemporary facilities are accessible and available to community members, including a state of the art fitness facility. Council members express concern about declining enrollment and funds and fear school closure. However, they are very grounded in their belief that Escalante High is the best school in Garfield County, and feel strongly that programs need to be maintained in order for their students to succeed. They view student success as community success.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Escalante teachers are networked with other teachers throughout the district. They meet twice a year to analyze data and collaborate on lesson plans that will increase student achievement. Teachers attend conferences, workshops, and professional development sessions that help them increase their skills. Collaboration at the school level, however, is the most effective element of continuous improvement. The principal provides a model of professionalism and high personal standards for the rest of the staff. She mentors new teachers and collaborates with staff and students, collecting feedback about current programs and support. Adjustments are made based on feedback obtained from multiple sources of data.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Escalante High School has experienced staff fluctuation over the past few years, operating under four different principals in the past five years, as well as dealing with numerous teacher and staff changes. Individual teachers are making great strides in obtaining required endorsements, and 80 percent of the staff has obtained ESL endorsements. The collaborative leadership style of the principal and the staff's dedication to students are key elements in a culture of continuous improvement.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Escalante High's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Escalante High provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. The staff at Escalante High supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan is divided into three main goals, all of which address the DRSLs. A goal statement begins each action plan and includes measurable gains within the goal. The action steps within the plan are accompanied by a timeline, responsible parties, resources and evidence as to how progress will be measured.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Each teacher has developed a rubric that encompasses not only his or her personal goals, but ties to the action plan goals as well. Two of the three main action plan goals are already underway. Rubrics are being used to determine progress. The third goal, that of implementing higher-order thinking skills, will begin in the fall of 2005 as teachers are committed to professional learning activities that will enable them to

integrate new skills. The Visiting Team suggests that evidence beyond teacher attendance at professional development be collected in order to tie teacher growth to student growth. For example, classroom observations, peer coaching, and journaling are a few strategies that can be used to determine the use and effectiveness of strategies learned in workshops.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Monitoring activities include using student data, rubrics of performance, and participant evaluation. The leadership and teachers at Escalante High understand that one-shot workshops will not provide the results they are looking for. Ongoing collaboration, examination of data, and consistent reflection on the steps in the action plan will enable the staff to truly determine whether or not student achievement is being affected.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Escalante High for the fact that, in spite of declining enrollment and financial constraints, the administration and staff have been very resourceful and creative in meeting the needs of their students.
- The Visiting Team commends the various ways in which the staff, students, parents, and community work together to support the children of Escalante High. A sense of community ownership for success is evident through expressions of belonging among the students.
- The Visiting Team commends Escalante High on the vision and implementation of the Instructional Focus program. This unique offering is providing much-needed support for students to meet the challenges of standardized tests while ensuring success in core academic subjects.
- The Visiting Team commends the leadership and teachers of Escalante High School for their high caliber and dedication to educating the whole child. Their service goes far beyond the classroom and benefits the school through the actions of the students. Students feel cared about by the staff and note that the staff members care for one another as well. A sense of school-wide respect is present for all individuals as friends and colleagues. This school-wide respect for all individuals is one of the many highlights of Escalante High.

Recommendations:

- The Visiting Team recommends that the leadership and staff at Escalante High stay the course of using data to inform instruction, supporting struggling students through unique programs, providing creative opportunities for students, and collaborating with community members for excellence.
- The action plan outlines skills the faculty has determined are necessary instructional tools in order to meet the needs of all learners. The Visiting Team recommends that all teachers strive to incorporate higher-level thinking skills, cooperative learning, simulations, hands-on experiences, and more into consistent instructional practices. Teaching can be student-focused (as opposed to teacher-focused) when multiple strategies are used.
- The Visiting Team recommends that in order to fully implement the teaching strategies outlined in the action plan, teachers need time to meet together during the work day. Sharing strategies in faculty meetings, carving out monthly time to plan and share, and providing time for peer coaching are some strategies that might aid in this process.